

The Church School Teacher

Volume XXI **LEVEL
ONE**

MAY 1952

Number



MAGAZINE FOR CHURCH SCHOOL WORKERS

THE
CHURCH SCHOOL
TEACHER

VOLUME XXI No. 5

MAY 1952

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Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 90 cents each. Single subscriptions, \$1.10. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 538, P. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.

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In This Issue

By THE EDITOR

IT IS not too soon to prepare for Vacation Church School. So we dedicate the May issue to a well-prepared Vacation School. We hope your community children will be helped because of it.

Some of this month's articles are of general interest to both American Lutheran and Augustana Lutheran teachers. But others deal with specific materials. We have tried to include the "specific" features in the director's columns. Be sure to read, therefore, your *Director's Column*.

Want Ad

A few of our larger churches are sensing the need for parish workers who are qualified to direct the congregation's parish education program. Right now we have a request from an Augustana church for such a person. The applicant must have enough academic training in a college, university, or

state teacher's college to be qualified to teach in a public school system. In addition the applicant must have at least five year experience in public schools, preferably in the elementary grades. Sunday school teaching experience is also desirable.

The person selected will be given special training by the staff of the Augustana Board of Parish Education before beginning his or her duties, and will also have the benefit of consultation with the staff after the work has begun.

This opportunity to work in a mid-western city, in a congregation of 1,000 adults and 285 children, will result in a happy situation for the person selected. Perhaps you know of someone who would like to apply. Please let them know about this. Or perhaps you who read this would like to apply. Write me at 2445 Park Avenue, Minneapolis 4, Minnesota.

From Your Director

By L. H. WESTBERG

Augustana Lutheran Church

MISS Ernestine Sanden and Miss Ruth Swanson of the Parish Education staff, are the contributors to my column this month. Ordinarily their writings would be separate articles, but because they deal very specifically with Augustana materials and policies, we have placed them here.

Miss Swanson writes about the Vacation Church School Nursery Department; Miss Sanden about Vacation Church School Problems and Teacher Training. Please pass your copies along to anyone connected with V. C. S. (The Augustana courses are listed on the opposite page.)

*Are These Your
Vacation Church School
Problems?*

HOW can we get enough teachers for all the classes in the Vacation Church School?

If we can find enough teachers, where can we find enough room in our crowded church for their classes to meet?

Where can we find material for each of the ten age groups?

When each has a different course to teach, how can the teachers be trained and prepared for the Vacation Church School?

How can the daily worship be planned so it will correlate with all the lessons being taught each day?

How can projects and activities be carried out which are the outgrowth of all the different units?

With so many classes and so many different subjects emphasized, what kind of a closing service can be planned for the school?

With so many different groupings, how can the director do any kind of a supervisory job?

All these questions and more are confronting you, if you are planning a Vacation Church School on a closely-graded basis. We recommend a group-graded curriculum as the answer to most of these problems and a means to a better organized and effective school.

Enough Teachers

1. How can we get enough teachers for all the classes in the Vacation Church School?

A group-graded curriculum makes it possible to carry on a

AUGUSTANA VACATION CHURCH SCHOOL CURRICULUM

Prepared by the Board of Parish Education

Available at the Augustana Book Concern

COURSE I

COURSE II

COURSE III

BEGINNERS: AGES 4-5, KINDERGARTEN

My Family and My Friends

Fifteen lessons aiming to develop a Christian attitude toward family and friends through Bible stories and stories of families and friends who have a Christian attitude toward each other.

Jesus and I Together

Unit A. In My Home
Unit B. At Play
Unit C. At Church

Beginners and Primary

25c per pupil set
\$2.50 per dozen sets.
Teacher's Guide 35c
*Junior and
Intermediate*
30c per pupil's book
\$3.00 per dozen
Teacher's Guide 35c

PRIMARY: GRADES 1, 2, AND 3

Stories Told in Home and Synagogue

Unit A. Stories of Beginnings
Unit B. Stories About Worshiping God
Unit C. Stories About Bible People
Unit D. Stories About the Bible

Jesus and His Helpers

Unit A. Jesus Makes Friends
Unit B. Jesus Helps His Friends
Unit C. Jesus' Friends Help Others

Friends and Helpers

Unit A. Living as Friends of Jesus
Unit B. Helpers Long Ago
Unit C. People Who Work with God for Us

JUNIOR: GRADES 4, 5, AND 6

The Israelites Make a Long Journey

Unit A. God Gives His Law of the Israelites
Unit B. Adventures in Learning to Obey God's Law
Unit C. Citizens in God's Kingdom

When the Disciples Went to School

Unit A. They Answer the Call
Unit B. Learning from the Master Teacher
Unit C. We Learn About the New Kingdom

Following Trails With Boys and Girls of Long Ago

Unit A. With Boys and Girls of Nazareth
Unit B. Among the Hills and Valleys of Palestine
Unit C. Of the Christian Church

INTERMEDIATE: GRADES 7 AND 8

Peter, a Man of God

The life of Peter through Bible study
The Apostles' Creed
Hymn Study

Paul, The Greatest of the Apostles

The life of Paul through a study of the Acts of the Apostles
The Lord's Prayer
Study of modern missionary work

To those who wish to concentrate on the preparation for confirmation with the 8th grade we recommend Nordgren's "Catechism in Life Today" and "A Bible History"

Vacation Church School with a few strong teachers, one for each of the departments, Beginners, Primary, Junior, and Intermediate. In a small school four good teachers could carry the whole school. In larger schools a few assistants to help the leading teacher could be added for each department.

2. If we can find enough teachers, where can we find enough room in our crowded church for their classes to meet?

If you have crowded circumstances in your church, group-grading makes it possible to get along with four class meeting places instead of ten.

Material

3. Where can we find material for each of the ten age groups?

It is costly and impractical to try to provide different material for the ten age groups for each of the ten years they may attend Vacation Church School. Group-grading is again the answer because it is planned on the departmental basis with enough courses for each department so that no course is repeated while any one age group is in the department.

If the group is large, it can be divided according to age and grade. The older pupils, with the guidance of a teacher, should be per-

mitted to go further into the study of the course being used. The different age levels within a department will have much to share with each other and thus learn from each other. In small schools the group-graded class becomes larger. This makes the study more interesting for the children and their teacher.

4. When each has a different course to teach, how can teachers be trained and prepared for the Vacation Church School?

Except in a very general way, it is impossible to help teachers in preparing to teach when each has different lesson material. Group-grading makes it possible for each department to plan and prepare together as suggested in "Training This Year's Vacation Church School Teachers" found in this issue.

5. How can the daily worship be planned so that it will correlate with all the lessons being taught each day?

Even if you should departmentalize the worship in the closely-graded school, it would be very difficult to have any correlation between what is taught in the classes and the worship. A group-graded curriculum makes the plans for the worship part of the lesson

material in each department. Since all the classes in a department have the same lesson, the worship is prepared by the children in their classwork each day.

6. How can projects and activities be carried out which are the outgrowth of all the units?

In group-grading the planning for projects and activities for each department is taken care of in a way similar to that described for the worship in problem 5, above. When the teachers have made complete plans for the department before the opening day as suggested in problem 4, the projects and activities are a joy to everyone.

7. With so many classes and so many different subjects emphasized, what kind of a closing service can be planned for the school?

In the group-graded curriculum the department's share in the closing service for the school term comes from the material taught and is gauged in length by the teachers to the time given each department in the service. We would suggest that one hour is sufficient for the entire program. That would mean approximately ten minutes for each department plus the opening and closing in which all would take part.

8. With so many different

groupings, how can the director do any kind of a supervisory job?

The work of the director of a group-graded Vacation Church School is outlined on page 3 of "Planning Your Vacation Church School," a mimeographed booklet of suggestions which all the Augustana churches received last spring. A few copies are available from our office if you would like one.

It is imperative that the director be free during the school sessions to move about the school at will. If the director is a respected friend, both the teachers and pupils will welcome these daily visits as a help toward good teaching and orderly conduct. With only four department meeting places to visit, supervision is possible. It becomes the "ounce of prevention" in disciplinary matters, and the "tie that binds" all the efforts being made in the whole Vacation Church School.

Training This Year's Vacation Church School Teachers

A GAIN this year we must plan a quickie course for the folks who are willing to help in the Vacation Church School.

Because these people must be ready to teach in a few weeks, it is necessary that our plan for their training be based on the courses they will be using.

The director of the Vacation Church School and the leaders of each department must meet first to establish the aims for the school based on the curriculum which has been chosen or approved by the Board of Deacons. These aims will be the guide for the general plan which this committee will make for the school. When the general plan for the school is completed the staff should be called together for the first training session.

The First Training Session

At the first training session the aims of this year's Vacation Church School should be outlined and the total program presented and discussed. Each teacher should receive a copy of the aims and the program of the school. It is well for everyone to know the full plan including the special events such as speakers, films, and the closing public service.

Following the above-described general session, the staff of each department should meet with its leader for an introduction to the course to be taught. The depart-

ment leader should be prepared to give an introduction to the units emphasizing the aims. Each teacher should receive the pupil and teacher material for further study.

The Second Training Session A Week Later

The second session should be totally a departmental meeting. Each leader and staff would do the following:

1. Plan the day-by-day program for the department so it will use the course to the best advantage, and correlate with the total program of the school received in the first training session.
2. Make a complete lesson plan for the first day's work which can be used by the teachers as a pattern for the rest of the lessons.
3. Choose the activities and projects for all the units and lessons in the course. Determine the supplies needed and make samples of the pupil activities planned. Be sure that the director receives the order for supplies after this session.
4. Plan the contribution which the department will make to the closing public service of the school, if one is to be held. Make this an outgrowth of the lessons studied in the department.
5. Agree on the responsibilities within the department. Each

teacher should know his or her duties from the beginning of the school. This is important to a teaching job well done because it assures harmonious co-operation.

Additional Departmental Sessions

Additional departmental sessions should be held if the work outlined for the second session is not complete. It would be well to have all the lessons completely planned before the opening day. Teachers may need background for the teaching to be done. We suggest that doctrinal Bible studies on those subjects which appear in the material be led by the pastor or some other able person. There are films which cover the subjects which could also be used.

Additional General Sessions

The Leadership Training Audio-Visual Kit of filmstrips and recordings could be used to give new and better insights into the work of a teacher in the Vacation Church School. *How a Person Learns*, *The Teacher Prepares*, and *The Teacher Teaches* would be especially helpful.

Add a Nursery to Your Vacation Church School

A NURSERY! A group of three-year-olds just now be-

coming independent of mother's constant care. Each one is a bundle of potentialities, individualistic to be sure, but with the same general characteristics. Each one has physical, mental, social and spiritual capacities which are in the unfolding stage, introducing him daily to a broader field of experience which he is trying hard to understand.

Learning during the first six years of a child's life is more rapid than at any other six year period, and big strides are made this third year of his life. In fact, such a big change takes place that it has become very apparent to teachers of four-and five-year-olds that they cannot adequately meet the needs of the three-year-olds who have been included in their group. They become M. P.'s, misplaced pupils.

Happy Impressions

With this in mind, the curriculum was designed specifically for the three-year-old and a Nursery department established. Here the still egocentric child could enjoy an informal program, and with more or less individual attention, foundations for his Christian personality could be laid. The M. P.'s became V. I. P.'s Very important pupils. They were important enough to be placed in a class of their own, with a teacher of their

own, using a curriculum and methods meant only for them, and their first impressions of instruction in the church became happy ones.

So it was that the three-year-olds came into their own in the Sunday church school. Now, let us go a step farther and include them in our Vacation Church School.

There is a Vacation Church School Nursery Course published by the United Lutheran Publication House, but available from your own publication house. For other material we suggest that one of the three courses now published for use with the Sunday church school Nursery department, could be the basis for Vacation Church School. Obviously, the one chosen would be other than the one used on Sundays. It would be well when planning your material to select lessons in which a unit of thought would be completed in a week.

As possibilities for a three-week's session we would give the following suggestions:

In the Nursery, by Marion Poppen Athy. Unit I. The Loving Lord Jesus (using sessions 4, 5, 6, 7, and 8. Unit V. Little Boys and Girls and Jesus' Book. Unit

VII. Little Boys and Girls Talk to Jesus.

Bible Storytime, published by Wartburg Press, Columbus, Ohio. Unit II. God's Care. Unit IX. We Help Others. Unit X. We Serve Jesus.

Guiding the Nursery, by Mabel Fenner. It will be possible to use the lessons outlined for any month as each carries a complete unit of thought. It would be better not to use those stressing a particular event such as Christmas or Easter.

With approximately two hours more each day at Vacation Church School than we have on Sunday morning, we will need to be even more informal, have less routine and include more free playtime. Play is not a diversion for the three-year-old. It is his very life. Remember, however, play is not to be a substitute for Bible teaching, but a means by which that teaching enters into the life of a child.

May the summer of 1952 see the three-year-olds becoming V. I. P.'s in our Vacation Church Schools!

Future Vacation Church School Teachers

FOR a number of years some of our churches have been trying

to train future Vacation Church School teachers by the "helper method." Young people have been chosen to assist in the various departments and to work as secretaries, projectionists, playground helpers, and drivers of transportation cars. This method of training has been largely unsupervised. It is doubtful that those helpers who have returned as teachers in the Vacation Church School have had the very best training possible.

We wish to suggest a plan for training through supervised study, observation, and practice during the Vacation Church School sessions. As far as we know such a plan has not been tried in our churches, but it seems so practical to us that we recommend it to congregations where the Vacation Church School program is well established and well directed with strong leadership in each department.

A Supervisor

Essential to such a program would be a good supervisor of training who is well acquainted with the work of all departments and the contribution each should make to the Christian training of the child. This person must be able to gain the co-operation of and be co-operative with the director of

the Vacation Church School and its departmental leaders. The director should not be responsible for the trainees because this task would demand more time than he or she has to give to it.

The number of trainees would, for the good of the children, be limited to not more than four to a department each year. They should be chosen for their ability and desire to be a part of the Vacation Church School program in future years. High-school seniors are often desirous of a part in this work, but need guidance before being entrusted with the full responsibility of a class. Mothers who bring their children to the school might be interested in staying through the morning to take this course. Any adult member of the church should be welcome to take advantage of this training.

The supervisor of training together with the pastor and the director of the Vacation Church School should plan a program of training which is suited to the local situation. The following is a suggestion:

The First Year of Training

Each trainee would be guided to choose a department in which to work.

One hour each day spent with

the supervisor in the study of departmental organization, curriculum, the child, and methods of teaching the child. The supervisor would give daily guidance for the departmental observation. These meetings with the supervisor should be staggered so the trainees in each department will have their own session.

Two hours each day spent in observation in the chosen department for which the supervisor has given guidance. Note the necessity of close co-operation between the supervisor and the departmental leaders.

The Second Year of Training

The trainee observes, helps, and practices in the same department in which the course was begun in the first year.

The trainee will:

1. Attend all the planning and preparation sessions for the teachers of the department both before and during the Vacation Church School.

2. Receive from the departmental leader a helping assignment for the entire session.

3. Receive from the supervisor practice teaching assignments in the department. The arrangements for these assignments will be made by the supervisor with the

departmental leader before the opening of the school. They will comprise storytelling, teaching of a song, introducing an activity, teaching a game at playtime, etc. The supervisor will help the trainee to prepare these assignments and together with the departmental leader will discuss his or her teaching with the trainee after it is done.

4. Spend at least one hour each day observing the work of the regular staff. A trainee should not be assigned to observe a trainee.

We do not believe that this plan of training is possible only in the larger congregations. A smaller church which has a well established and directed Vacation Church School can have an even more effective program because of the less complicated organization necessary in such schools. A supervisor of training would be available in many a small parish if the vision is caught by one of the experienced Vacation Church School teachers.

There could be many variations of this program. If your church has established a teacher training course during the Sunday school hour, the class which has been in training during the year could have its observation and practice during the Vacation Church School.

From Your Director

By R. A. VOGLEY
American Lutheran Church

ANOTHER Vacation Church School season is at hand. We are looking forward to new opportunities for reaching and teaching more and more children. Careful planning is important. The filmstrip, "Vacation School Time," can be used with your staff if you did not have it last year. Secure it from your nearest District Committee member. Our Board has suggestions for your first staff meeting. If you have not received a copy, write to Columbus.

"Beautiful Saviour"

The lessons recommended for church-wide use this summer are those of our "Beautiful Saviour" series. Some of you used them when they were first issued in 1947.

The aims of this course are unchanged:

1. To present the main facts of the life of Christ to boys and girls in such a way as to win their loyalty to Him, to gain their trust in Him, and to lead them to accept His teachings as authoritative.

2. To give children opportunities for worshiping in a way that is meaningful to them.

3. To help children to acquire a simple working knowledge of the Bible and to form the habit of Bible reading.

4. To train children to understand, to pray, and to work for the extension of Christ's kingdom by the study of missions.

Some new items appear in the roster of the material. They reflect the changes in our schools that have taken place since 1947.

The Wartburg Press has added material for the Kindergarten Department. The new 32-page *Kindergarten Activity Book* is meant to call to mind the Bible story and the experience story for the day. Key figures used in the flannel-graph presentation are also included. Although these outline figures may be colored, the book is intended primarily to help the child recall the truths taught.

The Kindergarten Teacher's Handbook contains the Bible story graded to the interest and capabilities of four-and five-year-old children, an experience story, and help on procedures and methods of teaching the lesson.

Materials

There is a new 32-page *Primary Reader and Activity Book*. It contains a summary of the Bible and mission story, additional activities, and puzzles.

Supplementary keys and other directional materials will make it possible to use the previously published *Teacher's Handbook for Group A*. However, specify your needs when you order material from the Wartburg Press.

The other regular material, flannelgraph figures for pupils and teachers, "*Let's Talk About New Guinea*," and *The Home Book* are available. Please do not fail to use *The Home Book*. Parents will co-operate with the school if they know the work that was done, the Bible basis for the story that was taught, and the memory work the child is expected to learn.

N. B.

Note carefully both the educational and the evangelistic possibilities of the flannelgraph figures for the children. Certainly some of the younger children will need help to color them and cut them out. Some of the work can be done at home. But think how children, age six to twelve, can retell the stories at home to their families and in their neighborhood to their

friends. In effect they become teachers, and so deepen the impressions gained in the vacation school. Our children would be assured of an audience among their playmates. Let your school reach children who do not enroll.

The Bolo and Dunga Filmstrips

A new resource has been prepared for use with the Bolo and Dunga stories. Rev. Arnold Maahs did some excellent photographic work in New Guinea on the basis of these stories. There are three filmstrips varying between 70 and 80 frames, which provide excellent background illustrations for four of the five stories each week.

A special pre-production offer was made in the February *Commentator*. Now the price is \$10.95 for the three filmstrips as a set, or \$4.00 as individual units.

New Guinea Offering

Since the stories are about New Guinea, various projects are suggested in the *Basic Handbook*. But if your school has an offering plan for mission work, we recommend that it be devoted to the Forward Phase Fund for Foreign Missions. As is the case with the Sunday School Mission Package, this offering devoted to the Forward

Phase of the budget is credited to your congregation if you send it in through your church and so designate it.

Parish Workers' Convention

The National Convention of Parish Workers in the American Lutheran Church will be held in connection with the Church Workers' Institute at Capital University, Columbus, Ohio, July 13 to 18. If you have not received previous announcements of the program, write to the Board of Parish Education. Reservations are to be sent to Mr. Roy Ruehle, Capital University, Columbus 9, Ohio.

The Second Sunday School Mission Package—Chicago

Good progress and interest have been reported. Continue the fine record established last year. Our schools can provide for three packages in two years.

Bible Study Week

The Program and Policy Council approved the recommendation first made in January 1951 that the American Lutheran Church observe a special Bible study Week beginning September 28, 1952.

The goals should be of special importance to every teacher and officer. These are the goals:

1. To secure more regular Bible study by more people in more Bible classes every Sunday.
2. To secure more Bible reading and study at home every day.

The Challenge

The American Lutheran Church has a potential of 400,000 confirmed members who are not now enrolled for regular Bible study. That is a real challenge to a Bible-based church. Of what importance is the Word of God in your congregation? How do we really learn it and make it our own? Largely through guided, personal study!

Start making your plans now. The Sunday school should have a real contribution to make to the work in your congregation. Suggestions and specific helps will be made available from Columbus where a committee is working on Bible Study Week.

"Redeeming the Time"

You have read about this new sound filmstrip, a joint production of the Parish Boards of the American Lutheran Church and the Lutheran Church—Missouri Synod. Have you used it? It effectively presents the values of the adult bible class and parental attendance.

Church Workers' Institutes

The dates and places were given in the April CHURCH SCHOOL TEACHER. Plan to attend an institute this summer.

Three-Year-Olds in Vacation School

By MARIE SHUPE
Office of Parish Education,
American Lutheran Church

THREE-year-olds in the church schools! We've come a long way from the once common theory that when a child is old enough to start to school his parents should send him to Sunday school. Gradually the enrollment age in the Sunday church school has been lowered to five years, then four, until today the accepted theory in most congregations is that when a child is three years of age, and frequently younger, his parents should bring him to the nursery class as they go on their way to an adult Bible class.

Today, this trend toward a change in enrollment age is repeating itself in our vacation church schools. These schools no longer serve exclusively those children who are in elementary or Junior High schools. The Kinder-

garten department for four-and five-year-olds is often the largest and most enthusiastic group in the vacation church school. For this group, vacation school is a glorious adventure, and something that is eagerly anticipated. And now the three-year-old wants to come! And his parents want him to come!

No doubt some of you are saying, "What do you mean, *he wants to come? He is coming! And has been for the past several years!*" Yes, three-year-olds are being enrolled in a number of our vacation schools, and many, many more of them will come if we but open the doors to them. Have we forgotten the Saviour's injunction to "let the little children come," an injunction that seemed important enough that three of the four Gospel writers recorded it?

Not Unmindful

No, we have not forgotten, nor are we unmindful of it. Those who plan for vacation church schools and prepare material for them are keenly aware of the need to provide for children of nursery age. But they are aware, also, of the fact that we dare not *merely* "let the little children come." Once they have come, we must make the most of the opportunities

that their coming offers us. Before they come, we must get ready for them.

Planning for a Nursery Department

Some of the first things that come to mind when planning for a Nursery class are adequate space, qualified teachers and helpers, and effective and properly graded teaching material.

Space

The matter of space is entirely a local problem. It is easy enough to say, "You must have a separate room for your Nursery department." And your building *may* be one that has space and facilities for a completely departmentalized school. If so, you are very fortunate, but you are in the minority as far as the American Lutheran Church goes. Most of us are cramped for space, and so we must start where we are, and do the best we can with what we have.

Nursery activities should be geared to the three-year-old's level of interest, understanding, and ability, and the session should be planned with his characteristics and limitations in mind. No one will argue that point. But this means that, even though it may be

necessary or seem advisable for the entire group to meet together in some kind of general assembly, for instance, in a worship assembly, the Nursery group should be in a class by itself for the greater part of the session. The greater the privacy of this group, the more satisfying will be the experience of your three-year-old in vacation school.

Teachers and Helpers

So also, the matters of qualified leadership is the specific problem of the local congregation. Since these schools are held during the summer months, it is often possible to get a Kindergarten or First-grade teacher to head the department. She has the advantage of training and experience in working with young children. Mothers are often willing to work in vacation school. They have the advantage of a deep and special concern for the welfare of the children of the community.

Then there are always those people who, for one reason or another, cannot accept a regular teaching appointment in the Sunday school, but who are glad to help in the relatively shorter period of vacation school.

Girls of high-school age often

make good helpers in the Nursery department. They usually love these little ones and like to work with them. They can be of tremendous help in play and recreation, in singing, and in various types of creative handwork where, as one teacher puts it, we almost need a helper for every child. This, of course, is exaggeration, but children of this age do need much individual attention. Not only that, they may need immediate attention, too, for they are still in the "I want what I want when I want it" stage.

Incidentally, these young people, usually girls, who help in a vacation school under the supervision of a good teacher, are getting some valuable training for church school teaching when they are older.

Lesson Material

Now what about materials? The American Lutheran Church has, just as any teaching church must have, a planned program of Christian education, and one of its duties is to prepare materials to implement this program.

Their series of vacation school materials consists of three courses on the three chief parts of the Catechism, and one general course on the life of Jesus. The general

course, *Beautiful Saviour*, was the first of the series to be made available. When it was written in 1946 it reflected the trend of that day. The lessons were prepared for three departments, namely, Primary, Junior, and Intermediate. By 1948 it had become evident that there must also be Kindergarten material to meet the needs of the four- and five-year-olds who were coming to our vacation schools. *My Christian Faith* and *Our Lord's Prayer* were so prepared. *God's Law* will be revised to include Kindergarten material before it is used again.

This is the year for church-wide use of *Beautiful Saviour*. It has been revised and a *Kindergarten Activity Book* and a *Kindergarten Teacher's Guide* have been added. They will be used this summer for the first time.

What About Nursery Material?

Has the time come when we must think of vacation school material for the Nursery department? Only one course should be necessary. It can be repeated from year to year since each child remains in the department for one year only. *Beautiful Saviour* is the one course in our series that can be adapted to a Nursery class.

It was neither possible nor advisable to attempt to have such a course ready for 1952. In the preparation of any Nursery course there are many problems, problems such as which stories to use and how many, what activities to suggest, and whether a booklet or separate leaflets or cards are preferable.

Beautiful Saviour

We suggest that for this year those who conduct a Nursery class use the Kindergarten material for *Beautiful Saviour* adapting the stories, songs, and activities to make them usable with three-year-olds. We do not recommend that each child be given an activity book, but rather that the teacher show the pictures in it to illustrate the stories she tells.

Nursery teachers will also find helpful suggestions for teaching some of the lessons in certain pertinent sections of the *Teacher's Guide for Bible Storytime*.

And will you Nursery teachers share with us your suggestions for vacation school procedures for three-year-olds, *please*? Will you tell us some of the good results you had and how you arrived at them? Yes, and perhaps some of your mistakes, too, as pitfalls to be avoided? By so doing, you will make it possible for those who prepare a Nursery course to benefit by some of the things the pioneering Nursery teachers in our vacation schools have actually done.

What Will Happen in 1953?

Will there be a Nursery course next year, or the next? That all depends! The response from those who are interested in a Nursery department in their vacation schools, and the requests for material to use in this department will largely determine *if* and *when* your American Lutheran Church will include in its vacation school material, a course for a nursery.

The publication of the "Revised Standard Version of the Bible" will be celebrated in 3,000 communities in North America, September 28 to October 5, 1952.

Working Together

By MYRTLE ROSENE
Rockford, Illinois

This is a story about the united effort in a Lutheran Vacation Church School which has been held in Rockford the past eight years.

WHY can't we pool our resources of teachers and funds and have *one* Lutheran Vacation Church School?" This question was asked repeatedly by one of our pastors. It became an objective we dreamed about.

In 1944 this dream became a reality. Children from eleven Lutheran churches united in a Vacation Church School which was held in school buildings in various sections of the city. The venture has proved to be successful enough to be in operation after eight years.

1. *Who sponsors the school?*

The Federated Lutheran Church Council of our city sponsors it. This council consists of pastors and deacons of thirteen Lutheran churches: eight Augustana, three United Lutheran Churches, one Evangelical Lutheran Church, and one Lutheran Free Church. At times, a few of these have found it to their advantage to have their own school, but for eight years, most have preferred the united school.

2. *Who is responsible for the organization of the school?*

An Educational Committee, consisting of six pastors and laymen, and the director of the school.

3. *When are preparations begun?*

Suggestions for the next school are noted in the Teacher's Reports when school closes. The director makes more detailed notes in the fall. In January the Educational Committee appoints sub-committees for Worship, Courses of Study, Teachers, Teacher Training, Supplies, Visual Materials, Recreation, Finances, Transportation, Publicity, and Mimeographing. A letter is also written to the Board of Education requesting permission to rent school buildings.

4. *How are the teachers chosen?*

Each pastor seeks the best qualified teachers in his congregation. When chosen, they sign application blanks indicating past experience, and preference as to school and grade. The director places the teachers. During the first year

about eighty percent of our teachers were public school teachers. That, however, was not the chief qualification. First and foremost, consecrated Christian teachers are sought. Often we have excellent teachers who are not in the public schools. High school students usually apply to serve as cadets, and often Junior High girls are helpers.

5. How are the teachers helped in preparation for the duties?

Departmental sessions are most helpful. A staff meeting is also helpful when all are given a glimpse of all phases of the school. A consecration service the Sunday evening before school opens inspires both teachers and congregations.

6. Where and when has the school been held?

Rooms are rented in five to eight city school buildings, and two or three rural schools for mornings during the three-week period following the close of school in June. Rental fees have ranged from a token gift to the janitors to \$1.50 a day per room. Classes are held from 9 until 11:30.

7. How is the time divided?

A 25-minute worship period, a 70-minute class hour, a 15-minute

supervised recreation period, and a 30-minute "Surprise Hour" each day.

8. How is the worship period conducted?

Pastors are assigned to a different school each day. They use a simplified liturgical service including a five-minute message. Topics are chosen by the Worship Committee. A tryptic with a picture related to the theme of the year is on a table in the assembly room. A cross and Bible complete the worship center.

A choir which rehearses daily under the direction of a teacher or high school student leads the singing and also shares an anthem. Each teacher brings her class to the assembly room at 9 o'clock. The pastors' contributions to the school cannot be over emphasized!

9. What happens during the class period?

This is a Bible-centered school, so first and foremost the Bible is used. To help make the Word become more meaningful to the children, many activities take place. Were you to visit, you would see children working with their notebooks, making original flannel-board scenes, making picturols or television sets, maps, friezes, scrap-

books for sick children, and Bible-verse cards for pastors to use in visitation.

Others may be dramatizing a Bible story or planning a worship center for their own classroom. It is an hour that goes too quickly, an hour when each teacher may get close to the children in her group, an hour to share with them the wonderful treasures in the wonderful Word.

10. What type of recreation is planned?

A supervised playtime. Of course baseball is a favorite for the upper grades. Mimeographed lists of indoor and outdoor games for all grades are prepared by the Recreation Committee.

11. What is the "Surprise Hour?"

"Surprise Hour" sounds much more exciting than an assembly period. The preferred time is eleven o'clock. However, some schools must have it following or preceding the worship. *Everything used during the Surprise Hour is correlated with the theme of the year.* This means it is closely related to the pastors' topics and the classwork. For example, on Monday a student interne will bring a movie, and *use* it, not just *show* it. It is chosen, as is all the visual ma-

terial by the Visual Aids Committee.

On Tuesday the music director may come and lead the group (or groups, if the school is large) in a Singspiration. Wednesday will bring a Felt Scene. (Munn Art Studio, Hillsdale, Michigan.) Sometimes the felt board is used in teaching a memory verse.

Another interne may come with a filmstrip or slide presentation on Thursday, and on Friday, each grade or room shares something with the school, something which has come from the week's work. These are not entertainments. They are "Surprise Hours" built around the Word and are prepared under the supervision of the director, so they fit into the entire program. All schools receive the same program, though at different times.

12. Is a closing program held?

A closing sharing session or a visiting day for parents is held wherever possible during the last week.

13. What courses of study are used?

We have used Augustana, United Lutheran Church, American Lutheran Church, and Lutheran Bible Institute material. Sun-

day school, Weekday Bible school, and former vacation school courses are checked before decisions are made.

14. How is the school financed?

There are three sources of income:

a. The Federated Lutheran Church Council pays about two-thirds of the cost. Member churches are assessed according to their size.

b. The children pay a small "Materials Fee," 50 cents in 1951.

c. An offering is received each Friday during the Worship Hour. Mention is made of this in letters to parents. These are letters welcoming the children to our Vacation Church Schools and explaining briefly the program.

15. What is the size of the staff?

The number on the staff usually ranges from about 60 to 70, in addition to eight to twelve pastors.

16. Are the teachers paid?

Yes, on the closing day they receive \$30 for the three-week term. It has been necessary to let it go through the government channels, with the regular withholding tax. Cadets receive 50 cents a day. Interns and parish workers give their

time as part of their church's contribution.

17. What is done in the way of publicity?

Newspaper stories, a large paid advertisement paid for by interested business men, mimeographed flyers, church bulletins, pulpit announcements, slides at Sunday schools and organizations, and post cards.

18. Are there any dangers to guard against in this type of school?

One pastor who was asked this question answered, "There may be a tendency on the part of a congregation to lose a sense of its personal responsibility over a period of time." We have found a growing problem of teacher procurement. Let every congregation be prayerfully concerned about an adequate staff plus a reliable substitute list.

The Pastor

Too, the presence and participation of a pastor makes a difference. One pastor of a small church said, "I see now why so few of my children attended. I should have advertised it as I would have done had it been held in my own church." Synodical obligations do

make it necessary for some pastors to be gone at times, but the schools function much better when pastors can be present and participate.

19. What are the benefits?

Often it has been possible to have exceptionally fine teachers in all grades from Kindergarten to Junior High. Often children find one of the schools in their neighborhood. There is a classroom atmosphere where more can be accomplished in a short time, and the playground is valuable. Money is always saved on visual materials.

Yes, at times we think of blessings that come as we worship in the sanctuary, and we do recognize His presence with us even in the schools. And "in his presence is fulness of joy." As the teachers meet at 8:40 each morning for a short devotional time, they are aware of His presence and hear Him speak, "I am with you. Feed my lambs." The children sense this as they come.

One sixth-grade girl spoke to her teacher in these words, "I never really knew Jesus until I came to Vacation Church School." Another sixth-grader also found that fullness of joy. She came from a home where even necessities are often meager. The group was engaged in an activity period. They were drawing freehand pictures during the study of the Creed. This girl was lost, she could draw nothing. "Perhaps you'd like to write instead of draw," suggested the teacher. The sad-faced, shy child wrote:

THE CHURCH SCHOOL TRAIL
There is a trail that leads to
Church School,
It's very, very plain.
And surely if you take it once,
You'll want to go again.
It may be long, it may be short,
For me it's hard to guess,
But take the trail to Church
School,
It leads to happiness.

Coming in September: A Peoples Bible

Moses, Isaiah, Jeremiah, Amos, Mark, John, Paul will come to us in 1952 in clear, modern English in the new *Revised Standard Version of the Bible*. This translation is the fruit of fifteen years of toil by scholars commissioned for the task by the International Council of Religious Education.

Our Every-Wednesday Vacation Church School

By RAYMOND LOVEN, JR.
Chester, Conn.

ON THE BANKS of a narrow, twisting river in Centerbrook, Connecticut, stands our Trinity Lutheran Church. It is small but adequate for the present membership of about seventy people.

The Sunday school is also small, with an enrollment of twenty-two children, five regular and two assistant teachers. This, however, is quite an improvement for our church, which until a few months ago has for twenty-five years had no resident pastor, and during many years had no Sunday school.

Problems

Last May our teachers were faced with a problem. The children's summer vacation was coming up, and the church school had only a few Sundays left before the beginning of the summer recess. The pastor and the teachers felt that the church school should not be given up entirely during the summer. Yet how and when were they going to conduct it, and would the children be interested in it?

Several related problems pre-

sented themselves among which was this one: Four of the five teachers, including the superintendent, were mothers and could not give time to the project every day of the week. Also only two of them had cars that could be used during the day.

Another situation that arose was the conflict with other summer activities being planned for the local youth. There was the annual Y. M. C. A. swimming program, the Little League baseball, and other clubs and activities. Then, too, several of the children had positions mowing lawns and doing other summertime jobs.

More Problems

Probably the most difficult hurdle to overcome was the following: The children lived in five scattered communities, Centerbrook, Ivoryton, Old Saybrook, Deep River and Chester. Only about five of them lived within walking distance of the church. The rest had to be taken by car, since their fathers worked during

the day and their mothers had no way of getting them to church school.

Then too, being in a resort area, with the ocean beaches and parks near by, it was feared that the children would lose interest if the school was held every day of the week. They would feel that it was too much like going to regular school. This was their vacation, and they wanted to enjoy it.

The Solution

With all of these problems facing them, the church school staff offered the following solution: They suggested an "Every-Wednesday Church School," which would be held one day a week throughout the greater part of the summer. Wednesday forenoon was selected as the best time for all concerned.

Feeling that this would solve their problems, the teachers went ahead with the selection and purchase of teaching materials.

The pastor and two of the teachers used their cars in solving the transportation problem. They picked up all the children who could not otherwise get to the church, and when the three-hour school was over, drove them home again. The teachers were all able

to give their time regularly every Wednesday, and the children looked forward from week to week to attending the church school. The over-all results were regarded as being a success.

The following daily schedule was used:

- 9:30-9:45 Worship period
- 9:45-10:30 Bible study
- 10:30-10:45 Recess and snack lunch
- 10:45-11:30 Activities
- 11:30-11:45 Films
- 11:45-12:00 Singing and closing

Worship Period

At the worship period the pastor led the school in worship in the sanctuary of the church. After an opening hymn and prayer, the pastor gave a short talk on the theme, "We Worship God," and told about something that we use in our worship services. Some of the topics were: The Church Building, the Altar, the Pulpit, the Candles, and the Organ. The offerings received at the worship service were used by the school to buy a new Bible for use in our church school.

The lesson material used in the Bible study sessions was supplied by our church publishing house. We had four departments: Begin-

ners, Primary, Juniors, and Intermediate.

Some group games were played at recess, and light refreshments of fruit juice and crackers were served.

During the activities period the children did things to improve the church premises. The numbers for the hymn board were sandpapered and repainted, new doorstops were made, and a make-believe library of wooden books on a bookshelf was made to represent the books in the Bible. This bookcase is now being used in the church school to teach the children the names and order of the books of the Bible. Plans to plant some flowers around the church were postponed until next year. The younger children busied themselves with paper work and sewing cards.

Colored Films

A series of colored films on the life of Joseph were shown from week to week. It fitted in well with the classwork as most of the studies were from the Old Testa-

ment. During the closing session new songs and choruses were learned.

There were three special events during our Vacation Church School. As two of the pupils celebrated their birthdays on the opening day, their mothers invited the whole school to stay for a luncheon birthday party. At one of the worship periods the children and teachers from the Congregational Church School were our guests. Their visit was one of their field trips to the different churches in this area in connection with their study of "The Church." On the closing day a picnic on the church lawn was held in place of a closing program. At this time the attendance awards were given to those who had been present at least five times. Twenty-five certificates were awarded, thirteen of them for perfect attendance.

Had our advertising among the many vacationers in this vicinity been better, the attendance may well have been larger. As it was, forty-two children were enrolled.

Man does not build a bridge, a monumental span, to lead to nothing, nor does God.

When You Teach

By VICTOR E. BECK

President, Augustana Board of Parish Education

WHEN you teach, you are the Word of God made vocal through a human instrument. You bear witness of His grace, revealed through the Law and the Gospel. You are His representative, declaring His will. Therefore you will lift your heart and your head to Him in prayer for a rich inflow of His Spirit and guidance before you enter into the presence of your class.

God's Contact

When you teach, you are God's contact with immortal souls who are to be guided into a fuller knowledge and experience of His grace. You are His fellow workers in molding human beings with crucial potentialities for evil or for good. Therefore you will enter your class with the prayer that God's Spirit will so guide you that the most helpful words will be spoken.

When you teach, you are a teacher. To be a teacher, you will equip yourself in the fullest possible measure for the task. You will not permit indolence, or needless interference, or selfishness, to prevent

you from making the best preparation of which you are capable. You will surround yourself with teaching material to aid you in knowing *what* you are going to teach, and *how* you are going to teach it, and you will use that material wisely.

A Living Witness

When you teach, you are a living witness. You cannot escape the impression that your personality and your life will make on the pupil. Therefore you will test your own faith to make certain that you believe the truths that you impart to others. You will be eager that every word you utter will be the glad testimony of a glowing personal faith. You will guard your life so that you do not, in willful carelessness or contradictory manner of living, give the lie to what you say. You will strive that there may be the most complete harmony between your word and your life.

A Responsibility

When you teach, you have a continuing responsibility. You will spend some time each day, perhaps in the midst of a busy

program and pressing duties, to give prayer and thought to your teaching. You will think of your class as a bundle of lives that need your constant solicitude and watchfulness. You will draw from the

Book of Life and from the School of Living those lessons which will help your class grow into the most complete life on earth, and be prepared to share in the treasures of eternal life.

Happy Easter Day

This song was written for the Beginners Department of the Bethlehem Lutheran Church School, Cleveland, Ohio, for use at its Easter Program in 1950. It may be sung to the melody of "Jag är ej för liten," 380 in *Hemlandssångboken*.

Let us now be joyful,
Sing our songs so gay.
Jesus Christ is risen,
Happy Easter Day!

Jesus came to save us,
On the cross He died.
Living, He shall ever
In our hearts abide.

Come, O Jesus, Saviour,
Teach us how to pray,
How to serve and love Thee
Faithfully each day.

AXEL V. BECKMAN

Ten, Going on Eleven

By AMOS LUNDQUIST

South St. Paul, Minn.

WELL, well, David! My, how you've grown! How old are you now, anyway?"

"Ten, going on eleven!" replied young David.

It is never only ten. It is always, ten, *going on eleven*.

And we ask Susie, "How old are you?"

It is never seven alone. It is, "Seven, *going on eight*."

Once we asked a four-year-old girl her age, and turning to her mother, she asked, "Mother, how old am I?"

How old are we? How old are the boys and girls in our classes? Their age is never static. They, and we, are always *going on* to something, we hope, bigger and higher and better.

When Jesus as a boy was standing before His teachers in the temple in Jerusalem, He was not only twelve. He was twelve, going on thirteen. He was twelve, going on thirty. He was twelve, going on thirty-three. He was twelve, going on eternity. Could His teachers really answer His questions?

Could they satisfy Him spiritually?

Our youngsters may be six, or eight, or twelve, but they are *going on* to twenty, or thirty, or fifty, or seventy, and, sooner or later, to eternity.

They Will Look Back

We are teaching, then, not only boys and girls. We are teaching men and women. We are teaching men and women, who, ten, or twenty, or forty years from now, will look back, and forget us, or remember us with gratitude, depending on how well we are willing to let the Lord use us in making our vital inspirational contribution to their spiritual growth.

Our work as teachers is something like that of a mechanic on an automobile assembly line, or any other kind of assembly line. Each mechanic has some part to put on, something to fasten which has been put on previously, or some adjustment or inspection to make. Each mechanic is making, not only the stage of construction of the automobile as it is right in front of him. He is making a contribu-

tion to the *completed* automobile which in just a few minutes will run by its own power off the assembly line. Whether or not the car will hold up mile after mile over our bumpy roads will depend to a large extent upon the degree of faithfulness of every mechanic, not only on the assembly line, but far behind the assembly line.

In our teaching, we do well to have our "eye," so to speak, on the somewhat mature human mechanism who shortly will run on his or her own responsibility in facing the trials, the temptations, the challenges and the opportunities of this rugged life.

Was not it the boy Luther, whose teacher, when he entered the schoolroom, would take off his hat in deference to what his students someday under God would *become*, doing things much more important than what he himself was doing!

Jesus could see in timid, headstrong Simon, a Peter, who on Pentecost would stand up and tell the Jews they had crucified their Lord. Jesus could see in the young fisherman, John, a John who someday would see visions of great things to come. Jesus could see in the bookkeeping tax-collector, Levi, a Matthew, whose transformed pen would write a Gospel. Jesus

could see in death-dealing Saul, a Paul who would inspire the church for all time to come with his deep explanation of the work of Christ.

Only Jesus sees what our boys and girls are going to become. Maybe the most difficult child will by the transformation wrought by the Holy Spirit, through the Word we teach, become an outstanding spiritual leader of the future. One of our boys who used to delight in throwing stones through our street lights is now going to our seminary. *Tomorrow's spiritual leaders are in our Sunday schools today.*

In our classes we have a potential conference president, a president of the Church, or a director of parish education. In our classes we may have the wife of any of these. The Director of the Federal Bureau of the Census a few years ago attended one of our Sunday schools in Des Moines. One of the vice-presidents of the Columbia Broadcasting Company used to attend one of our Sunday schools in Moline. Several of our State governors have attended some of our own Sunday schools.

Are the Sunday school teachers of these, who may now be living, satisfied that they did their very best? To what are *our* boys and girls *going on?*

A New Authorized Version

The new *Revised Standard Version of the Bible* stands in the historic line of authorized versions of the English Bible.

Four versions of the English Bible have been authorized by the Church of England: The Great Bible, 1539; the Bishops' Bible, 1568; the King James Version, 1611; the English Revised Version, 1885.

The Standard American Edition of 1901 is a variant of the English Revised Version, containing the reading preferred by the American Committee.

The Revised Standard Version was authorized in 1937 by the International Council of Religious Education, in which are associated the educational boards of forty major Protestant denominations of the United States and Canada, who in themselves represent more than 80 per cent of Protestantism.

It is not an individual translation. It is designed to be read in the public worship of the church, and to be used in its educational work and in the homes of all members.

*from a brochure
published by The Division of Christian Education*

The Children's Birthright

By HENRY TURNER BAILEY

National Kindergarten Association

ALL children ought to be familiar with the open country. They should know the joy of playing in healthful mud, of paddling in clean water, of hearing roosters call up the sun and birds sing praises to God for the new day.

They should have the vision of pure skies enriched at dawn and sunset with unspeakable glory, of dew-drenched mornings flashing with priceless gems, of grain fields and woodlands yielding to the feet of the wind, of the vast night sky "all throbbing and panting with stars."

They should feel the joy of seed-time and harvest, of dazzling summer noons, and of creaking, glittering winter nights. They should live with flowers and butterflies, and with the wild things that have made possible the world of fable.

The Answer of Trees

They should experience the thrill of going barefoot, of being out in the rain without umbrellas and rubber coats and overshoes, of riding a white birch, of sliding down pine boughs, of climbing

ledges and tall trees, of diving head first into a transparent pool.

They ought to know the smell of wet earth, of new-mown hay, of the blossoming wild grape and eglantine, of an apple orchard in May and of a pine forest in July, of the crushed leaves of wax myrtle and sweet fern and mint and fir, of the breath of cattle and of fog blown inland from the sea.

They should hear the answer the trees make to the rain and to the wind, the sound of rippling and falling water, the muffled roar of the sea in a storm and its lisp-ing and laughing and clapping of hands in a stiff breeze. They should know the sound of the bees in a plum tree in May, of frogs in a bog in April, of grasshoppers along the roadsides in June, of crickets out in the dark in September. They should hear a leafless ash tree hum, a pine tree sigh, old trees groan in the forest, and the floating ice in a brook making its incomparable music beneath the frozen crystal roof of some flooded glade.

They should have a chance to chase butterflies, to catch fish, to

ride on a load of hay, to camp out, to cook over an open fire, to tramp through new country, and to sleep under the open sky. They should have the fun of driving a horse, paddling a canoe, and sailing a boat, and of discovering that nature will honor the humblest seed they plant.

The Birthright

Things that children can do in cities are not to be compared with such country activities. Out of the country and its experiences has come, and always will come, the most stimulating and healthful art of the world. One cannot appreciate and enjoy to the full nature books, novels, histories, poems, pictures, or even musical compositions, who has not had in his youth the blessed contact with the world of nature.

I do not forget what cities have done for us, and always must do, but one can get all the best a city

has to yield by visiting it, whereas one cannot reap all the harvests of the country except by living there in childhood. And I feel somehow that such a life in the country is the birthright of every child. There is truth in Cowper's statement that God made the country and man made the town.

I believe that every child of God has a right to see the country, the house his heavenly Father made for him, unobstructed by brick walls, unspoiled by city dirt, and undimmed by smoke. And one of these days, in some way, all children born into the world will be given a chance to enjoy to the full their inspiring patrimony.

Living in the country in childhood "the voice of the Lord God, walking in the garden in the cool of the day" is more likely to be heard, and, being heard, that Voice will be answered more frequently and with warmer love.

Faithfulness in little things fits one for heroism when the great trials come.

LOUISA M. ALCOTT.